

Teacher(s): Johnson

Subject: World History

Week of: August 21 – 25, 2017 Week: 3

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s): SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC. b. Describe the societies of India and China, include: religion, culture, economics, politics, and technology.	Do Now: Guided Instruction (<i>We do</i>)- generic practice test question based on analysis Opening: Focused Instruction (<i>I do</i>)- Explain work session; complete the advanced organizer on Mesopotamia and Egypt by comparing and contrasting each society in the areas of religion, culture, economics, politics, technology. (Underline the similarities) Leave room for possible additional information from map work tomorrow. Assist as needed. Work Session: Collaborative Learning (<i>You do together</i>)- pairs, Using textbook chapter 2-3 (India) and 2-4 (China) complete advanced organizer. Underline similarities. Closing: Guided Instruction (<i>We do</i>)- Which nation had more technology listed in your advanced organizer? Home Learning: Complete at home is needed	X Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other Ongoing instruction on rules and procedures are imbedded within the social studies instruction each day	Formative: Teacher Observation Q&A Advanced organizer
	Purpose: To provide the students with information on two societies so they may compare and contrast the information. This is to enhance their analysis skills			Summative:
Tues	Standard(s): SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC. b. Describe the societies of India and China, include: religion, culture, economics, politics, and technology.	Do Now: Guided Instruction (<i>We do</i>)- generic practice test question based on analysis Opening: Focused Instruction (<i>I do</i>)- explain work session; complete map worksheets on China using the Nystrom Atlas pp. 20-21 and add more to yesterday's organizers if it is available. Assist as needed. Work Session: Collaborative Learning (<i>You do together</i>)- (pairs) complete atlas work sheets and expand organizer if information available Closing: Guided Instruction (<i>We do</i>)- Why did China build the Great Wall? Home Learning:	X Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Atlas work 	Formative: Teacher Observation Q&A Advanced organizer Atlas work sheets
	Purpose: To provide the students an opportunity to enhance their atlas/map reading skills and contribute to their analysis skills.			Summative:
Weds	Standard(s): SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC. b. Describe the societies of India and China, include: religion, culture, economics, politics, and technology.	Do Now: Guided Instruction (<i>We do</i>)- Opening: Focused Instruction (<i>I do</i>)- explain work session; complete map worksheets on India using the Nystrom Atlas pp. 24-25 and add more to yesterday's organizers if it is available. Assist as needed. Work Session: Collaborative Learning (<i>You do together</i>)- (pairs) complete atlas work sheets and expand organizer if information available Closing: Guided Instruction (<i>We do</i>)- What is Mohenjo-Daro well known for? Home Learning:	X Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Atlas work 	Formative: Teacher Observation Q&A Advanced organizer Atlas work sheets
	Purpose: To provide the students an opportunity to enhance their atlas/map reading skills and contribute to their analysis skills.			Summative:

Thurs	Standard(s): SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC. b. Describe the societies of India and China, include: religion, culture, economics, politics, and technology.	Do Now: Guided Instruction (<i>We do</i>)- Prepare materials for quiz Opening: Focused Instruction (<i>I do</i>)- Review open note quiz procedures Work Session: Independent Learning (<i>You do alone</i>)- Complete Quiz 1-2 and then turn in quiz materials for a classwork grade (Adv Org + 4 atlas worksheets) Closing: Guided Instruction (<i>We do</i>)- discuss weaknesses in preparation that the students need to address for no notes quizzes Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A Quiz 1-2
	Purpose: To validate and reinforce students notetaking, reading and analysis skills through open note quiz			Summative:
Fri	Standard(s): SSWH 1-22	Do Now: Guided Instruction (<i>We do</i>)- Sign in to Canvas system for test Opening: Focused Instruction (<i>I do</i>)- explain testing procedures Work Session: Independent Learning (<i>You do alone</i>)- Complete SGM for World History; report test score to me for records Closing: Guided Instruction (<i>We do</i>)- restate reason for exam and that it will be given again at the end of the semester Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Canvas platform 	Formative: Teacher Observation Q&A SGM
	Purpose: To determine student knowledge to compare against level of learning when retested at the end of the year			Summative: